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ABSTRACT

Submitted for the purpose of maintaining registration of St. John's Master of Library Science degree for School Media Specialists with the New York State Board of Regents, this report describes the following aspects of the masters program: (1) its conceptualization, (2) requirements for entrance, (3) competencies, (4) assessment, (5) student guidance, (6) program evaluation, and (7) program governance. Appendices contain operating procedures for the St. John's consortium on the education of school media specialists, and provide selected modules of instruction from a variety of areas required for the media specialist's permanent certification. (FM)

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EDUCATION OF SCHOOL MEDIA SPECIALISTS

ESMS

Master of Library Science
Certificate of Eligibility
for Permanent Certification

1978

St. John's University
New York

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ST. JOHN'S UNIVERSITY
NEW YORK

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EDUCATION OF SCHOOL MEDIA SPECIALISTS

INTRODUCTION

This program is submitted for the purpose of maintaining registration of the Master of Library Science for School Media Specialists, authorized by the New York State Board of Regents in 1953. Prior to that date, from 1937, the Bachelor of Library Science degree was awarded. The present program, submitted to the Bureau of Teacher Education of the New York State Department of Education on November 15, 1977 and approved and registered by that Department on March 28, 1978, has been revised and updated, and is designed to conform to the competency model as defined by the Division of Teacher Education and Certification.

Fulfillment of the requirements for the Master's degree allows the candidate to request permanent certification as a School Media Specialist after two years of successful experience in a school media center.

St. John's University

Division of Library and Information Science

Education of School Media Specialists

1.000 CONCEPTUALIZATION

Creative programs of school media services are designed to assist the pupils to develop their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media, the pupil acquires and strengthens skills in reading, observing, listing and communicating ideas. The pupil interacts with others, masters knowledge as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. With a quality media program a school can challenge its teachers and pupils to participate in exciting and rewarding experiences that satisfy both individual and instructional objectives.

A good media program exists to support and further the purposes formulated by the school of which it is an integral part, and its quality is judged by its effectiveness in achieving these purposes. The media program represents a combination of resources that includes people,

materials, machines, facilities, and environments, as well as purposes and processes. The effective combination of these program components and the emphasis given to each of them derive from the needs of the specific educational design of the school. The more purposeful and creative the mix, and the more sensitively it responds to the curriculum and the learning environment of the school, the better the media program.

A basic component of quality media programs is the human interchange among all members of the school community, between media specialists and the administration, between media specialists and teachers, and most of all, between media specialists and pupils. The media specialist strives to build bridges between content and context, purpose and procedure, self and society. The effective media specialist applies to the achievement of learning objectives a knowledge of the potential of various verbal and non-verbal information sources, as well as an understanding of different teaching and learning modes. This concept of service programming in the media center focuses on human behavior and interactions, with media specialists supporting students and teachers in using media to achieve learning goals.

Media programs also contribute to the life experience of users and their individual self-fulfillment. Therefore, program evaluation requires continuous identification and appraisal of the relationships among users and media program components, so as to determine the degree to which operational design helps or hinders the attainment of objectives. Effective media programs satisfy both individual and instructional purposes in a balanced and aesthetically rewarding way.

Since its inception as a distinct program in 1937, the Division of Library and Information Science has had as one of its primary tasks the preparation of students to be school teacher/librarians. Founded to satisfy the "increased need for librarians, particularly in public and parochial schools in the greater New York area," St. John's remains committed to the preparation of well qualified media specialists.[1]

The school media program of the Division of Library and Information Science of St. John's University has been designed to meet the need for expert media specialists who can design and implement the media programs described above.

[1]St. John's University, Division of Library and Information Science. Self-Study Report Presented to the Committee on Accreditation of the American Library Association for Accreditation Under the 1972 Standards. Jamaica, New York, St. John's University, 1975, p. 5.

The literature of the profession which supports and describes this conceptualization is abundant and the staff made especial use of these titles in preparing this statement:

American Association of School Librarians, American Library Association and Association for Educational Communications and Technology. Media Programs: District and School, Chicago and Washington, C.C., ALA and AECT, 1975.

Certification of School Media Specialists Committee, American Association of School Librarians. Certification Model for Professional School Media Personnel, Chicago, ALA, 1976.

Case, Robert N. and Anna Mary Lowrey. Behavioral Requirements Analysis Checklist: a Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel, Chicago, ALA, 1973.

Chisholm, Margaret E. and Donal P. Ely. Media Personnel in Education: A Competency Approach, Englewood Cliffs, New Jersey, Prentice-Hall, 1976.

Prigge, William C. "Accreditation and Certification: A Frame of Reference," Audiovisual Instruction: November 1974, pp. 12-18.

School Library Manpower Project. Curriculum Alternatives: Experiments in School Library Media Education, Chicago, ALA, 1974.

1.001 The media specialist education program of the Division is planned to prepare qualified professionals who can design, administer, evaluate, teach, research, analyze, produce, and supervise the teaching/learning process of the school media program.

1.001.1 Roles

The roles for which the program is designed include those of teacher of media, school media specialist, instructional technologist, curriculum developer, media analyst, and information storage specialist.

1.001.2 Responsibilities

In general the school media specialist has the responsibility to work directly with students in the development of print, aural, and visual literacies. The media specialist creates an environment which fosters learning how to learn, creative expression, and communication. In addition this person works with teachers in the design and implementation of curriculum and the effective utilization of media. The media specialist participates with administrators and consultants in the complex tasks of program development and administration. Lastly, the media specialist extends educational opportunities to all users of the school's media program through utilization of resources and services available from community, regional programs, state agencies, and networks.

1.001.3 Functions

The media specialist performs the functions of teacher, administrator, evaluator, utilizer, producer, researcher/analyst, and leader.

1.001.3.1 Teacher

As Teacher, the School Media Specialist relates media to instructional systems and demonstrates the ability to apply the principles of learning and learning theory through assisting individuals or groups in reading guidance and the pursuit of informational objectives.

1.001.3.2 Administrator

As Administrator, the School Media Specialist possesses the ability to develop, implement and manage media programs and facilities which promote the achievement of the educational goals.

1.001.3.3 Evaluator

As Evaluator, the School Media Specialist applies basic principles of evaluating and selecting media to the support of the instructional program and to other needs of the program's users.

1.001.3.4 Utilizer

As Utilizer, the School Media Specialist assists faculty and students in the use of the school media program to

enhance the learning process. A thorough knowledge of media and the learning process is essential for promoting their effective use.

1.001.3.5 Producer

The School Media Specialist plans, designs and produces materials to supplement those available commercially.

1.001.3.6 Researcher/Analyst

As Researcher/Analyst, the School Media Specialist interprets and applies recorded research and evaluative data applicable to media programs. Furthermore, the Specialist designs and implements studies relative to needs of the media center program.

1.001.3.7 Leader

As Leader, the School Media Specialist is expected, not only to direct the activities of other professionals in planning and implementing conferences, in-service activities and curriculum development, but also to conceive, synthesize, promote and preside over media programs and plant utilization. The leader's actions reflect a commitment to professional ethics.

2.000 REQUIREMENTS FOR ENTRANCE

The Division of Library and Information Science will admit students into the Master of Library Science degree program consisting of thirty-six credits and leading to Permanent Certification as School Media Specialists after two years of experience. Applicants seeking admission and matriculation must submit the following evidence of their ability to pursue graduate study leading to the School Media Specialist certification.

2.001 Standards

2.001.1 It is expected that School Media candidates have obtained a general liberal arts education through their college program, including: natural and biological sciences, mathematics, humanities and the social sciences.

2.001.2 Students must have:

a) New York State Provisional Certification, OR

b) New York City Regular License, OR

c) Minimum of eighteen credits in professional education courses or equivalent competencies. Six of these credits are internship, which may be satisfied by employment. Students may be accepted on waiver, pending their completion of these eighteen credits.

2.002 Admission to Matriculation

2.002.1 Baccalaureate degree

2.002.2 Undergraduate grade point average of B or higher. If below B, must submit GRE scores of 1000 to support the application.

2.002.3 Two letters of recommendation indicating appropriate personal characteristics and professional potential.

2.002.4 Personal interview with division faculty.

2.002.5 Evidence either of reading knowledge of a modern foreign language (by completing one year of language study on the undergraduate level; by passing the Educational Testing Service Examination; or by successfully completing the Foreign Language non-credit courses 0101 and 0102), or the completion of Mth-CS 165, Computer Science I.

3.000 COMPETENCIES

Candidates for the Master's Degree and Certification as a School Media Specialist are required to complete thirty-six graduate credits approved by the Division of Library and Information Science with a minimum of a "B" average and to give evidence of the following generic competencies and appropriate enabling competencies.

3.001 Demonstrates the ability to work with teachers in the design and implementation of the curriculum to provide the skills of learning in different educational environments.

3.001.1 Participates, as a member of the educational team, in the design and continual development of the curriculum to provide the skills of learning in different educational environments.

3.001.2 Participates in the evaluation and modification of teaching/learning designs.

3.001.3 Determines goals for the media program as an integral part of the educational program of the school and district.

3.001.4 Plans and implements learning activities and provides opportunities that will enable and encourage students to assume an increasing amount of responsibility for planning, undertaking and assessing their own learning.

3.001.5 Recommends alternative learning environments.

3.002 Demonstrates the ability to participate with administrators and consultants in the complex tasks of program development and the administration of the media program.

3.002.1 Assesses the current status of the media program in terms of district, state, regional, and national guidelines and establishes short and long-range plans.

3.002.2 Applies the principles of management to the administration of the media program.

3.002.3 Initiates, develops and implements policies and procedures for the operation of a media center.

3.002.4 Establishes procedures for effective and efficient selection, acquisition, processing, cataloging, distribution, and maintenance of materials and equipment.

3.002.5 Recognizes the need to invite and accept suggestions from students and faculty about the services the program provides.

3.002.6 Provides and protects, within the existing legal framework, the right of access for teachers and students.

3.002.7 Develops an effective public relations program which communicates to students, teachers, administrative staff, parents, and the public the vital contribution of the media program to learning.

3.002.8 Plans and conducts in-service experiences for media staff and school faculty.

3.002.9 Recognizes the need to use the contributions and abilities for each media center staff member to provide for staff development.

3.002.10 Prepares, justifies and administers the media program budget.

3.002.11 Designs, develops, and writes proposals for the acquisition of local, state and federal funds to support, extend and continue media programs.

3.002.12 Participates in the planning, arrangement, development utilization of media facilities to support the objectives of both the media program and the instructional program.

3.002.13 Prepares statistical records and written reports of the media program.

3.002.14 Sets up policies and procedures for the purpose of maintaining control systems for media, equipment and facilities.

3.002.15 Identifies and interprets legislation which affects media programs.

3.002.16 Establishes job specifications and applies principles of personnel management.

3.003 Evaluates print and non-print materials and selects media in support of the instructional program and additional needs of the media center's clients.

3.003.1 Develops and implements criteria for evaluating and selecting a variety of materials and equipment.

3.003.2 Develops material selection policies which meet curricular and recreational needs and conform to the appropriate legal requirements.

3.003.3 Provides teaching and learning resources to support teacher and student objectives.

3.003.4 Builds a collection of bibliographic aids and tools and other sources to provide information about materials, equipment and human resources.

3.003.5 Establishes and administers processes and procedures for preview, evaluation, selection, acquisition and maintenance of materials and equipment.

3.004 Extends educational opportunities to all users of the school's media program through utilization of resources and services available within the media center and through networks in the local community, the regional programs and the state agencies.

3.004.1 Teaches skills in the retrieval and utilization of materials and human resources and the use of equipment to students and teachers.

3.004.2 Instructs teachers and students in identifying, obtaining, and adapting media to meet special needs.

3.004.3 Recommends to users the application of media in various formats which can assist in the accomplishment of specific learning objectives.

3.004.4 Recognizes the need to provide guidance in reading, listening and viewing experiences for students and teachers; gives such guidance.

3.004.5 Provides specific information and resources in response to reference requests.

3.004.6 Anticipates information needs on the basis of systematic preparation of user "profiles."

3.004.7 Utilizes information network resources.

3.004.8 Identifies information systems and services relevant to the education environment.

3.005 Demonstrates the ability to plan, design and produce materials which supplement those available in the media center or commercially.

3.005.1 Evaluates and selects production equipment and supplies.

3.005.2 Operates production equipment.

3.005.3 Produces media, which utilize the basic principles of design, for specialized learning objectives.

3.005.4 Establishes and applies criteria for a choice between local production of media and the use of commercially produced media.

3.005.5 Designs production facilities and establishes basic routines for the operation of those facilities.

3.005.6 Instructs and supervises others in media design and production.

3.006 Demonstrates the ability to interpret and apply research and evaluative data to the school media center and the ability to design or implement studies for improving the media program.

3.006.1 Locates research studies relevant to the development and advancement of the media program.

3.006.2 Interprets the applicability of specific research methodology to the study of a media program problem.

3.006.3 Adapts existing research studies to current media program needs.

3.006.4 Designs a research study for a specific media program problem.

3.006.5 Conducts a research study.

3.006.6 Analyzes the raw data obtained from the research study.

3.006.7 Compares the data obtained to established evaluative data.

3.006.8 Formulates conclusions for recommended action, which are disseminated to faculty and administration.

3.007 Demonstrates the ability to create, promote and direct media programs and reflects a commitment to professional ethics.

3.007.1 Gives evidence of effective interpersonal relationships within the educational community.

3.007.2 Identifies the components of the community structure.

3.007.3 Identifies the areas of need for continuing education and professional growth for the media center's personnel.

3.007.4 Demonstrates knowledge of the librarians' code of ethics and professional commitments.

4.000 ASSESSMENT

4.000.1 The achievement of generic and enabling competencies after the student has completed the training modules will be assured. Normally, at the completion of each module, the candidate will be tested for the achievement of relevant competencies and their components (knowledge, skills, attitudes). Those who fail to complete or pass the exit assessment test relative to the training or preparation module may prove their competence later.

The final exit assessment for the Library Science degree with eventual permanent certification is a written comprehensive examination during the student's last semester or within a year of completing all requirements. Those who fail this examination have only one other opportunity to pass it.

4.002 MODES OF ASSESSMENT

4.002.1 Written testing

This mode is used to assess the student's grasp of knowledge, attitudes, and some skills. It includes written responses to tests (essay and objective), scales and inventories determining if the candidate can demonstrate possession of a particular unit or

units of knowledge and some skills. The assessment takes place at the university campus and is made by a faculty member, sometimes with the students' peers.

4.002.2 Written assignments

Written assignments (e.g., term papers, case studies, analysis and synthesis, critical reviews, field observation reports, diagrams, flow charts, graphical representation and development of slides and transparencies) aim at determining whether the candidate can demonstrate possession of a particular unit or units of knowledge, skills, attitudes. Assessment is made by faculty members, sometimes with the students' peers.

4.002.3 Oral Testing

Oral presentations, oral responses to testing situations, prepared audio and video tapes, (VTR included) participation in role playing (pre-structured and spontaneous), micro-teaching or simulation are included. The faculty member, the students' peers, the students themselves assess the performance or the student in the theoretical situation. Thus determination is made concerning the candidates' knowledge, skills and attitudes of a

particular unit. Though this assessment takes place on the University Campus, the faculty may solicit data input from appropriate professional associates as part of this assessment.

4.002.4 Field Performance

This method includes invididually selected assignments and contract-type tasks and responsibilities carried out by the candidate to demonstrate possession of a particular unit or units of knowledge, skills and attitudes. The task or responsibility is carried out under the auspices of a school or a school district. It may occur in a structured media center situation in which the faculty member and the cooperating media specialist have prepared a specific experience for the media specialist in training. It may also include an experience in an unstructured media center situation, whereby, under indirect supervision, the trainee takes over some portion of the work in the media center or the entire media center. The trainee is assessed, not only by the lesson plans if a presentation to a class is included, but also by the skills apparent in handling the unexpected during the regular work day in the media center. The assessment is made by the faculty member

of the division, the field supervisor(s) and the student.

4.002.5 Comprehensive Examination

Required of all students, this written examination, based on the material studied and skills acquired, tests the student's ability to unify and adapt all knowledge and competencies achieved in library education to the problems or questions presented and thus qualifies the candidate as a School Media Specialist.

4.003 EVALUATION AND ACCEPTABLE PERFORMANCE IN THE ABOVE FIVE MODES OF ASSESSMENT

Some modules may include both knowledge to be learned and skills to be demonstrated, so that more than one mode of assessment may be required. Usually the knowledge competencies will come early in the program and modes one to three will dominate in the assessment. Later, knowledge modules wane and demonstration type competencies increase and thus mode four will be used more frequently to assess. The evaluators must agree that specific criteria and standards of performance for each competency unit are met by the candidate.

Furthermore, the criterion behaviors and assessments in 4.005 are examples of ways to help the students attain

the competencies and to assess their ability to do so. However, they are not meant to hamper or limit the creativity or style of the professors. They may use other methods or assessments to suit specific situations, to improve their teaching and to keep pace with advances in the field.

4.004 DEFINITION OF TERMS

4.004.1 Course

This term signifies three semester hours of graduate credit described by a specific set of competencies which are broadly characterized by title.

4.004.2 Competency

A set of the skills and knowledge to be acquired.

4.004.3 Criterion Behavior

The way proof is given that competency has been attained or the conditions under which assessment must be conducted.

4.004.4 Mastery Level

The minimum acceptable criteria for the meeting the specified objectives are listed. The evaluating agent is mentioned. B refers to the letter grade indicating a mastery level of at least 80%. A refers to a mastery level of at least 90%. Students who do not achieve a mastery level of B on particular competencies will have the opportunity of again undertaking the learning

experience relating to the particular competency until mastery is attained. If mastery is not attained by the end of the semester, a course grade of Incomplete will be given. Before the end of the next term the competencies relating to a particular course must be mastered in accordance with the prescribed rules.

The evaluating agent has been indicated by the following symbols under the mastery level.

TE -- evaluation by the teacher.

PE -- evaluation by peers who are taking the same course (primarily as a learning technique)

FSE - evaluation by the cooperating field supervisor in those courses where field experience is required.

4.005 Cross References of Competency, Criterion Behavior and Assessment

Generic Competency (3.001): Demonstrates the ability to work with teachers in the design and implementation of the curriculum to provide the skills of learning in different educational environments.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Participates, as a member of the educational team, in the design and continual development of the curriculum to provide the skills of learning in different educational environments.	Analyzes the design of and suggests improvements in the current curriculum in a theoretical or actual situation. OR Simulates a typical educational team meeting to study the development of the curriculum.	Written evaluative reports on current curriculum. B TE OR Oral presentation assessed for value of contribution. B TE & PE
2. Participates in the evaluation and modification of teaching/learning designs.	Recognizes differences among evaluation, measurement and testing, together with the major functions of each in teaching/learning designs. Identifies the varieties of procedures used in formative, summative and diagnostic evaluations.	Written objective tests. B TE
	Distinguishes among the current terms of evaluation and applies the widely accepted principles thereof in modifying certain current teaching/learning designs.	Written objective tests. B TE Written Report OR Simulation exercise. B TE & PE
	Constructs learning tasks to identify a class' or an individual's cognitive level of functioning.	Written Report evaluated for accurac and appropriateness. B TE
	Indentifies three instructional problems at one developmental stage and describes the appropriate teaching strategies to deal with each problem.	Oral presentation in class evaluated for appropriateness and possibility of attitudinal change. B TE & PE

Generic Competency (Cont'd.)
(3.001)

Competency	Criterion Behavior	Assessment and Mastery Level
3. Determines goals for the media program as an integral part of the educational program of the school and district.	Clarifies beliefs and attitudes of a media specialist in formulating goals of a program.	Assessment based on the following criteria a) sound philosophical basis. b) relevance to curren educational changes c) relevance to permanent human needs of student. d) clarity of expression. B TE & PE
4. Plans and implements learning activities and provides opportunities that will enable and encourage students to assume an increasing amount of responsibility for planning, undertaking and assessing their own learning.	Distinguishes among types of learning: cognitive and affective conceptualizations, creative self-direction, Recognizes factors which influence learning, retention and transfer. Recalls research findings that are apropos. Distinguishes among methods, including problem solving, and techniques of inquiry, which could lead students to a better assessment of their own learning.	Written objective test B TE OR Case studies evaluated for accuracy, completeness and appropriateness. B TE
5. Recommends alternative learning environments.	Recognizes and applies the principles of differential psychology, as they deal with sex, social class, race or culture differences. After identifying characteristics, traits and behaviors, plans the appropriate learning environment for specific students.	Written objective test B TE Written assignment of a satisfactory alterna plan. B TE & PE

Generic Competency (3.002)	Demonstrates the ability to participate with administrators and consultants in the complex tasks of program development and the administration of the media program.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Assesses the current status of media program in terms of district, state, regional, and national guidelines and establishes short and long-range plans.	Compares the current media program against the various guidelines in tabular form to rate its present status.	Report evaluated for completeness and correctness. B TE
2. Applies the principles of management to the administration of the media program.	Defines and executes the procedures to coordinate activities and handle the administrative operations of the media center.	Assessed for thoroughness and smoothness of operation. B FSE
3. Initiates, develops and implements policies and procedures for the operation of a media center.	Determines and modifies the policies of a Media Center in a simulation situation. OR Modifies the existing policies of an existing Media Center.	Written and Oral report of how the change would occur. B TE & PE Carrying out the modifications as described under observation. B FSE
4. Establishes procedures for effective and efficient selection, acquisition, processing, cataloging, distribution, and maintenance of materials and equipment.	a. Develop forms for all procedures and tests them on the class.	a. Oral presentation of forms and discussion evaluated for detail and understanding of procedures. B TE & PE
	b. Classifies and catalogs books and three different types of audiovisual material for a media center.	b. Catalog entries are evaluated on correctness and completeness for a media center and the needs of the community served. B TE

Generic Competency (Cont'd.)
(3.002)

Competency	Criterion Behavior	Assessment and Mastery Level
	c. Locates cataloging information for books and audiovisual materials in existing sources.	c. Application of this information is judged on the use made of it for the media center's need B TE
5. Recognizes the need to invite and accept suggestions from students and faculty about the services the program provides.	Proposes forms to achieve cooperation desired.	Written forms assessed for simplicity and inclusiveness. B TE & PE
6. Provides and protects within the existing legal framework, the right of access for teachers and students.	Describes the current legal situation; develops a program for the implementation of the media center's adopted policy, should it be challenged.	Written extended response test on interpretation of laws Written presentation of program. B TE
7. Develops an effective public relations program which communicates to students, teachers, administrative staff, parents, and the public the vital contribution of the media program to learning.	Presents an idea for proper publicity to each of the varied publics in front of class.	Each idea is evaluated for importance, creativity, and appeal B TE & PE
8. Plans and conducts in-service experiences for media staff and school faculty.	a. Presents a lesson plan for an in-service training period for faculty.	a. Plan is studied for methods of proper presentation, interest, and fulfillment of faculty needs.
	b. Develops an in-service workshop for a media staff and involves the class in its presentation.	b. Presentation examined for appropriateness and clarity. B TE & PE

Generic Competency (Cont'd.)
(3.002)

	Competency	Criterion Behavior	Assessment and Mastery Level
9.	Recognizes the need to use the contributions and abilities of each media center staff member to provide for staff development.	In a simulated staff meeting, draws out ideas and suggestions and directs action which will eventually help in staff development.	Oral presentation of entire group evaluated at various levels for input, personnel, etc. B TE & PE
10.	Prepares, justifies and administers the media program budget.	Brings a prepared budget to a Principal's office and justifies it.	Oral presentation judged on ability to argue cogently for items or programs. B TE & PE
11.	Designs, develops, and writes proposals for the acquisition of local, state and federal funds to support, extend and continue media programs.	Based on the guidelines for securing ESEA IV-C funds, develops a mini-proposal for funds for the media center used for internship.	Mini-proposal judged against guidelines, merits of the design and grammatical construction. B TE & FSE
12.	Demonstrates the ability to participate in the planning, arrangement, development and utilization of media facilities to support the objectives of both the media program and the instructional program.	Various members of the class participate in a simulated faculty meeting to discuss either new facilities or redesigned facilities for the media center.	Evaluation based on amount of contribution in the discussion by the various members in support of or in opposition to the intended changes. B TE & PE
13.	Prepares statistical records and written reports of the media program.	Interprets statistical records and presents an annual report of the media program during internship.	Reports evaluated for accuracy and format of presentation that can be effective for its purpose. B TE & FSE

Generic Competency (Cont'd.)
(3.002)

	Competency	Criterion Behavior	Assessment and Mastery Level
14.	Sets up policies and procedures for the purpose of maintaining control systems for media, equipment and facilities.	Policies written by students are discussed in class. Procedures for the control systems are compared and evaluated by the class.	Policies and procedure are checked for completeness and clarity, so as to be easily implemented. B TE & PE & FSE
15.	Identifies and interprets legislation which affects media programs.	Using some current legislation, e.g., copyright, prepares a presentation with transparencies to explain the new law to the faculty.	Oral presentation judged on completeness accuracy and ability to interpret; also for tone of delivery. B TE & PE
16.	Establishes job specifications and applies principles of personnel management.	a. Classifies a sample of tasks common to work in a media center into clerical, technical and professional categories in chart form.	a. Chart is examined for accuracy. Job specifications are interpreted for eac type. B TE
		b. Interviews an applicant for a position in a media center, preferably on VTR.	b. VTR presentation studied by class and teacher and student; assessed for proper questior ing, thoroughness of material covered and attitudes expressed. B TE & PE

Generic Competency (3.003)	Evaluates print and non-print material and selects media in support of the instructional program and additional needs of the media center's clients.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Develops and implements criteria for evaluating and selecting a variety of materials and equipment.	Chooses, reads and annotates a book against predetermined criteria; presents annotation to class and revises or adheres to decision as a result of the discussion engendered.	Outline and presentation of critique assessed by ability with which the student judged the book according to the predetermined criteria. B TE & PE & student
2. Develops material selection policies which meet curricular and recreational needs and conform to the appropriate legal requirements.	a. Compares two existing school material selections policies; develops a material selection policy for a specified school.	a. Chart of comparison judged on perspicacity of student's appraisal. Select policy evaluated for completeness and simplicity. B TE & PE & FSE
	b. Reads in library literature cases of where materials have been censored (or listens to tapes and/or sees films thereof); selects one of the titles actually censored and presents the pros and cons to the class on videotape. Two students shall work as a team.	b. From the self-evaluation form made by students, the teacher and class assess: 1) knowledge of selection tools and significance of reviews used; 2) the understanding of the issues involved in selection versus censorship.
3. Provides teaching and learning resources to support teacher and student objectives.	Compares two versions of the same work in two different mediums, noting similarities and differences; weights relative merits of version for a particular school media situation.	Comparison chart and written evaluation of the relative merits of each version assessed on completeness, understanding of values, logical judgment and appropriate comments. Oral presentation may be given. B TE & PE

Generic Competency (Cont'd.)
(3.003)

Competency	Criterion Behavior	Assessment and Mastery Level
4. Builds a collection of bibliographic aids and tools and other sources to provide information about materials, equipment and human resources.	a. Identifies the major characteristics of selection tools; selects six as priority aids for collection development, based on annotation content, materials reviewed by whom, time lag, frequency, etc.	a. Checklist of characteristics graded on accuracy and completeness. Written essay or oral presentation justifying choice of tools. B TE & PE
	b. Compares reviews in three typical selection tools for a media center; completes a checklist on information included, policy on recommendations, usefulness in a given situation, treatment of controversial material, descriptive and/or evaluative annotations, etc. Prepares a cassette tape to be presented to the class, comparing the reviews of the same book or film by two of these tools.	b. Tape is evaluated on basis of accuracy of comparison, logical organization of reasons i choosing the better review, based on strengths and weaknesses. B TE & PE
5. Establishes and administers processes and procedures for preview, evaluation, selection, acquisition and maintenance of materials and equipment.	Compiles a handbook describing the processes and procedures for building the Media Center's collection, from preview to maintenance.	Handbook is assessed for completeness, usability and adaptability to various similar situations. B TE

Generic Competency (3.004) Extends educational opportunities to all users of the school's media program through utilization of resources and services available within the media center and through networks in the local community, the regional programs and the states agencies.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Teaches skills in the retrieval and utilization of materials and human resources and the use of equipment to students and teachers.	a. Prepares a class presentation on how to find and read material in an atlas and how to locate the exact geographical spot on a map.	a. Oral presentation rated on clarity, distinctions made, accuracy, A-V materials used effectively. B TE & PE FSE
	b. Each student describes and identifies four different community agencies which serve families, listing: purpose, goals, program and services, hours, key contact person, address, phone number, client qualification. During interview of contact person fills in a card with the above information and includes card in file.	b. Cards judged on completeness and accuracy and variety of types of agencies, e.g., educational, religious, health, governmental, welfare, political, service, etc., B TE
2. Instructs teachers and students in identifying, obtaining and adapting media to meet special needs.	Each student finds and obtains free or inexpensive audiovisual material from an outside resource. This material is then adapted to the specific needs of a teacher in the school of the student's internship.	The adaptation is judged on its value to the teacher in question and how it was received by the class. B TE FSE

Generic Competency (Cont'd.)
(3.004)

Competency	Criterion Behavior	Assessment and Mastery Level
3. Recommends to users the application of media in various formats which can assist in the accomplishment of specific learning objectives.	During internship presents this written plan to cooperating media specialist: Previously written book reports by students on a set number of novels are taped. The tape is placed in the media center and publicized. Increased interest is judged through informal observations in the media center, teacher reaction, student interviews at the circulation desk, and quantitative circulation statistics.	Results of records of circulation, observations, interviews and reactions are discussed with Field Supervisor and teacher to ascertain strengths and weaknesses of implementing such a motivational plan. B TE & FSE
4. Recognizes the need to provide guidance in reading, listening and viewing experiences for students and teachers; gives such guidance.	a. Chooses a title from a standard selection tool, specifies group to which it would appeal, locates another item appropriate for the same group to hear or view, prepares a promotional talk to stimulate a group to hear or view it.	a. Promotional talk evaluated on likelihood of success. If done in a field situation, a reasonable number of requests for the work determines competence. B TE FSE
	b. Interviews a group of students to ascertain their favorite books; prepares a list of recommended cassettes and film loops similar to the favorite top five named.	b. If about one-half of the students interviewed borrow one item or ask for the list, student is competent. TE OR FSE

Generic Competency (Cont'd.)
(3.004)

Competency	Criterion Behavior	Assessment and Mastery Level
5. Provides specific information and resources in response to reference requests.	During internship answers reference questions and records questions, method of search, time consumed and source of answer.	Responses to reference requests judged on method of search, time used, and appropriateness of source. B TE & FSE
6. Anticipates information needs on the basis of systematic preparation of user "profiles."	Sets up forms of checking on use made of the media center's resources by the teachers and students; recommends lists of recent childrens books on topics of current interest (e.g., ecology, magic, mythology) having received at least one favorable review.	Form is judged on its potential to determine use of resources. Lists are judged on recency and citation of book review. B TE & FSE
7. Utilizes information network resources.	Using an online terminal, performs a search of a machine-readable database on a prescribed topic.	Printout from the terminal is inspected for accuracy and proper procedure within a reasonable amount of time. B TE
8. Identifies information systems and services relevant to the education environment.	Prepares a presentation describing a system such as ERIC.	Oral presentation judged on completeness accuracy and delivery. B TE

Generic Competency (3.005)	Demonstrates the ability to plan, design, and produce materials which supplement those available in the media center or commercially.

	Competency	Criterion Behavior	Assessment and Mastery Level
1.	Evaluates and selects production equipment and supplies.	Using available sources, decides upon and selects suitable production equipment and supplies for a specified type of media center. Justification for purchase order is made.	Purchase order and justification statement are evaluated on proper choice and amounts for the specific school. B TE
2.	Operates production equipment.	a. Performs all the components in proper sequence to record on a tape recorder, according to a checklist.	a. Teacher observes method from set-up to storing of instrument.
		b. Performs similar procedures on other types of equipment, e.g., videotape, camera to make slides.	b. Satisfactory if only general supervision was needed. B TE
3.	Produces media, which utilize the basic principles of design, for specialized learning objectives.	After viewing film on making a transparency, and observing the teacher, designs and prepares two masters with different film types.	Completed transparencies shown to instruct and assessed with regard to resolution of image, correct film types, proper organization and placement of information on transparency. A TE
4.	Establishes and applies criteria for a choice between local production of media and the use of commercially produced media.	Develops criteria to follow in producing media locally versus purchase of commercial media.	Criteria evaluated on reasons adduced for each criterion. Back-up material on prices is expected. B TE

Generic Competency (Cont'd.)
(3.005)

Competency	Criterion Behavior	Assessment and Mastery Level
5. Designs production facilities and establishes basic routines for the operation of those facilities.	Designs a transparency of a floor plan of production facilities; supplies a flow chart for the basic routines of its operation.	Floor plan and flow charts are evaluated for ease of operation and size for center. B TE & FSE
6. Instructs and supervises others in media design and production.	Presents a lesson plan to instruct teachers in designing and producing certain software for their curricular needs.	Lesson plan is evaluated on clarity of expression, accuracy and method of instruction used. B TE

Generic Competency (3.006)	Demonstrates the ability to interpret and apply research and evaluative data to the school media center and the ability to design or implement studies for improving the media program.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Locates research studies relevant to the development and advancement of the media program.	Prepares summaries of three primary reports of research applicable to a specific media center; evaluates the researcher's problem, the hypotheses stated, sample selection, materials description and adequacy, statistical procedures, and the appropriateness of the conclusions for those studies. By adopting some aspects and adapting others, designs a research study for the media center in question, performs the research, and analyzes the data obtained.	Summaries, research project, and evaluations are assessed for completeness, accuracy, reasonableness for adoption or adaptation, relationship to the objectives and for cogency of reasons to apply to the media center. B TE & FSE
2. Interprets the applicability of specific research methodology to the study of a media program problem.		
3. Adapts existing research studies to current media program needs.		
4. Designs a research study for a specific media program problem.		
5. Conducts a research study.		
6. Analyzes the raw data obtained from the research study.	Against the stated objectives for the media program approved by faculty and administration, outlines the various steps in proper order to implement the results of the study. These conclusions for action, distributed to faculty and administration, are arrayed cogently so as to convince the faculty and administration to accept them.	
7. Compares the data obtained to established evaluative data.		
8. Formulates conclusions for recommended action, which are disseminated to faculty and administration.		

Generic Competency (3.007)	Demonstrates the ability to create, promote and direct media programs and reflects a commitment to professional ethics.

Competency	Criterion Behavior	Assessment and Mastery Level
1. Gives evidence of effective interpersonal relationships within the educational community.	During internship, records opportunities and occasions for interpersonal relationship with the educational community; supplements this record with a list of other desirable occasions which have not occurred.	Record and list are evaluated on performance and recognition of times and opportunities for developin such relationships. B TE & FSE
2. Identifies the components of the community structure.	Chooses a specific community and diagrams the relationship (where possible) among the components in the community structure; lists those components where relationship is negligible.	Diagram and list is checked for completeness and accuracy. B TE & FSE
3. Identifies the areas of need for continuing education and professional growth for the media center's personnel.	Presents a three-year plan to be given to a principal or administrator for the media center's staff advancement through continuing education and professional growth, including such items as advanced degrees, CEUs, workshops, professional meetings.	Plan is assessed on needs of the individuals concerned, budget available, and benefit to the school system. B TE
4. Demonstrates knowledge of the librarians' code of ethics and professional commitments.	a. Reads a book from a prepared list of materials interpreted as biased or discriminatory; reads reviews of chosen book and writes reaction to their stand and his/her feelings; assumes part of offended person in a role play situation; discusses matter in class.	a. Written work and oral presentation evaluated by willingness to listen to arguments, to spend time and effort to defend ideas, and by the logical defense of belief based upon established criteri B TE & PE

Generic Competency (Cont'd.)
(3.007)

Competency	Criterion Behavior	Assessment and Mastery Level
4. (Cont'd.)	b. Prepares a professional resumé as a model for use in applying for a school media specialist's position; after preparatory reading and study, designs a useable format, compares and evaluates it with another student's resumé and then submits the final professional resumé to teacher.	b. Resumé is evaluated for clarity, content, accuracy and grammatical construction. B TE

5.000 STUDENT GUIDANCE

Student guidance starts with the information and credentials collected as requirements for admission and continues as long as the student is enrolled at the University.

5.001 Collection of Information

5.001.1 A file is established for each student and includes the credentials for admission.

5.001.2 The Division's office maintains a file of competency based education program control sheets for the School Media Specialists, which indicate the competencies each student must demonstrate and the enabling competencies completed in the learning experience process. The control sheet is obtained from the student's advisor, who also gives a personal copy to the student. (see Figure 1).

5.002 Dissemination of Information

Each semester students receive notification from the Office of the Director which indicates the competencies they have completed.

5.003 Student Advisement

It is critical that the program provide a clearly delineated path toward completion. At entry the student must understand the total goals of the program, alternate paths to them, competencies already mastered and those which must yet be attained.

5.003.1 University Advisor

Upon entering the program the student will be assigned an advisor from the Division of Library and Information Science who will have primary responsibility for guidance through the various steps of the program. During the initial advisement session the advisor will review the previous experience and studies of the new student. The advisor will suggest the necessary clusters of responsibilities and corresponding modules in which the individual student must demonstrate competence by referring to the delivery system. (see Figure 2). The advisement process will take place in close consultation with the student's instructors.

5.004 Field Performance

Evaluation of field performance is coordinated by a university professor. Collaboration with field personnel is expected and evaluation will be sought. Such evaluations are discussed with the student and are made part of the Division's record system.

5.005 The Delivery System (see Figure 2), provides the student with a program of thirty-six academic credits that leads to a certificate of eligibility for permanent certification

as a School Media Specialist and to the degree of Master of Library Science. The competencies which articulate the role of the School Media Specialist, as identified in the rationale for this model, are grouped in clusters.(see Figure 3). These clusters bring together related competencies for purposes of learning activities and experiences; each cluster approximates three hours of credit at the University. Five clusters are required of all students, in any of our Library and Information Science programs. (LIS 101, 203, 204, 205, 250, or 251 or 252). In the latter cluster, all students must choose one of the subject areas, but are free to elect more than one area. Four further clusters are prescribed for the School Media Specialist (LIS 121, 217, 234, 269). All other clusters of competencies are elective (LIS 127, 209, 216, 226, 248, or any other choices) that is, the students choose those three most relevant to their needs. Faculty advisement is critical in this selection process.

A delivery system as conceived by roles is also attached. (see Figure 4).

Figure 1

DIVISION OF LIBRARY AND INFORMATION SCIENCE
St. John's University
ESMS Program

Name _____ Student Number _____

General competencies required	Dates: Enabling competencies completed			
3.001	1. ____	2. ____	3. ____	4. ____
	5. ____			
3.002	1. ____	2. ____	3. ____	4. ____
	5. ____	6. ____	7. ____	8. ____
	9. ____	10. ____	11. ____	12. ____
	13. ____	14. ____	15. ____	16. ____
3.003	1. ____	2. ____	3. ____	4. ____
	5. ____			
3.004	1. ____	2. ____	3. ____	4. ____
	5. ____	6. ____	7. ____	8. ____
3.005	1. ____	2. ____	3. ____	4. ____
	5. ____	6. ____		
3.006	1. ____	2. ____	3. ____	4. ____
	5. ____	6. ____	7. ____	8. ____
3.007	1. ____	2. ____	3. ____	4. ____

Figure 2

ESMS DELIVERY SYSTEM BY CREDITS

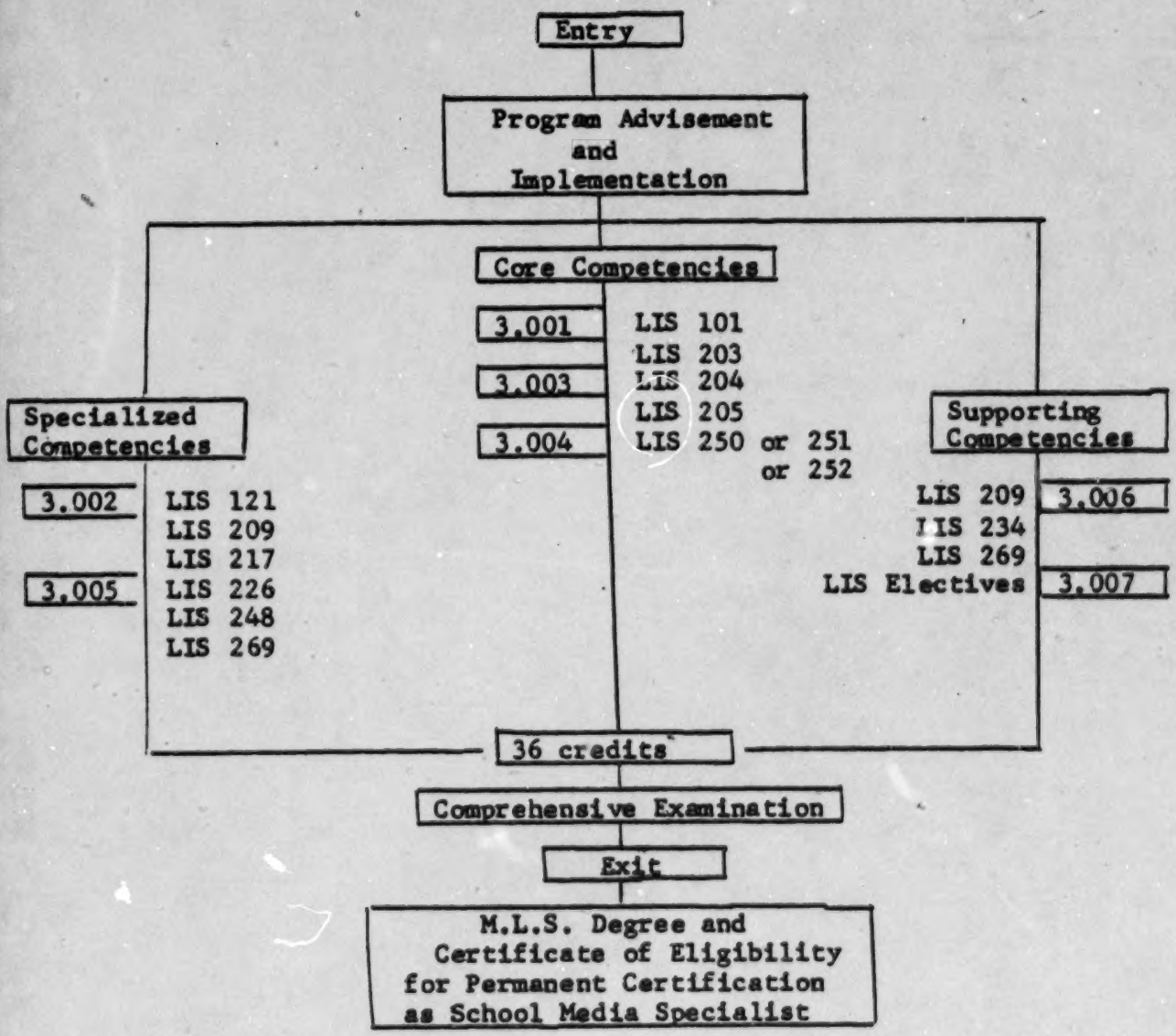


Figure 3

ESMS DELIVERY SYSTEM BY CLUSTERS

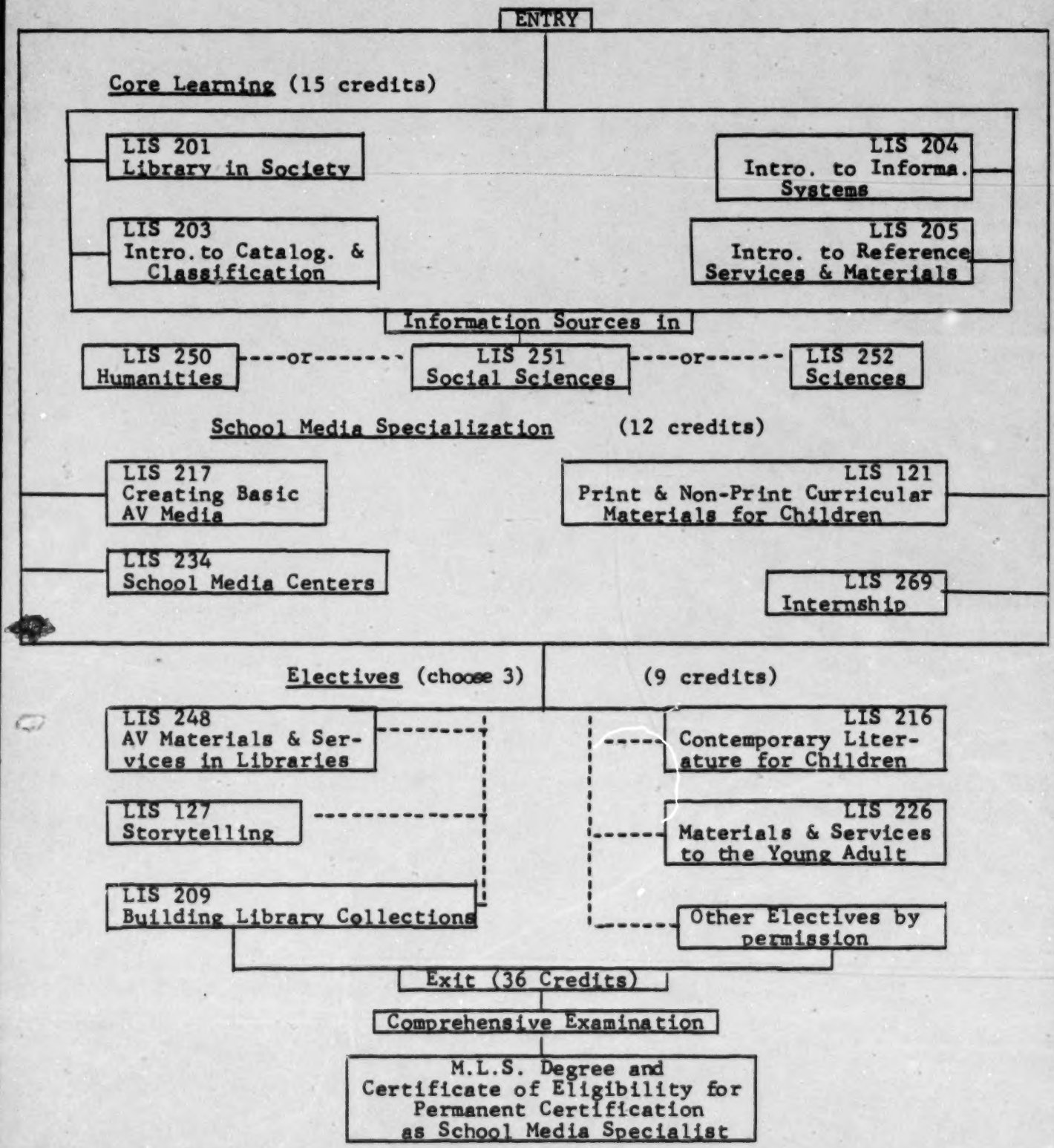
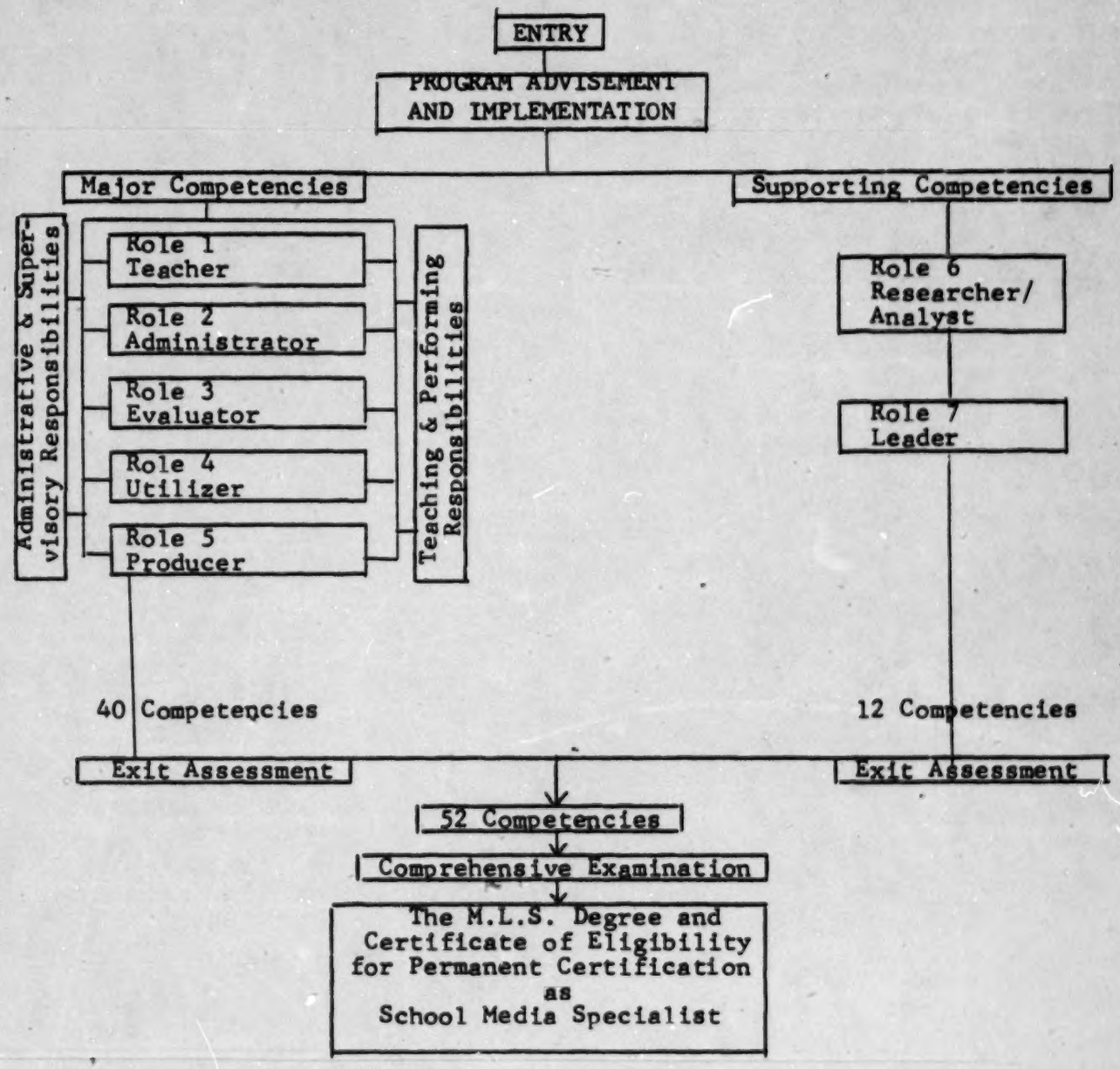

ENTRY
Core Learning (15 credits)
LIS 201 Library in Society
LIS 204 Intro. to Informa. Systems
LIS 203 Intro. to Catalog. & Classification
LIS 205 Intro. to Reference Services & Materials
Information Sources in
LIS 250 Humanities
---or---
LIS 251 Social Sciences
---or---
LIS 252 Sciences
School Media Specialization (12 credits)
LIS 217 Creating Basic AV Media
LIS 121 Print & Non-Print Curricular Materials for Children
LIS 234 School Media Centers
LIS 269 Internship
Electives (choose 3) (9 credits)
LIS 248 AV Materials & Services in Libraries
LIS 127 Storytelling
LIS 209 Building Library Collections
LIS 216 Contemporary Literature for Children
LIS 226 Materials & Services to the Young Adult
Other Electives by permission
Exit (36 Credits)
Comprehensive Examination
M.L.S. Degree and Certificate of Eligibility for Permanent Certification as School Media Specialist

Figure 4

ESMS DELIVERY SYSTEM BY ROLES



6.000 PROGRAM EVALUATION

6.001 Evaluation of the Education of School Media Specialists (ESMS) program is a continuing responsibility of the Library and Information Science Consortium on School Media Specialists. The collection of information, synthesis of data and revisions relating to the program's implementation and effectiveness are carried out and monitored by the Division of Library and Information Science for its self-evaluation. The Library and Information Science Consortium on School Media Specialists will meet twice annually to evaluate the Education of School Media Specialists program and recommend future revisions and modifications.

6.002 Data for evaluation are collected from:

6.002.1 Students

6.002.2 The CBTE Committee of the Division of Library & Information Science

6.002.3 The teaching and field-supervising faculty

6.002.4 Appropriate school districts

6.002.5 Personnel of the schools where the program graduates obtain employment.

6.003 Specific evaluative data include:

6.003.1 Review of content and procedures of instructional modules

1. University personnel
2. Cooperating district personnel
3. Students

6,003.2 Reports on student effectiveness in field-based ecperiences.

1. University personnel
2. Cooperating district personnel
3. Students

6.003.3 Reports on development, implementation, adaptability and management of the Education of School Media Specialists.

1. University personnel
2. Cooperating School district personnel
3. LIS Consortium on the School Media Specialists
4. Students

6.003.4 Reports on program effectiveness, in terms of ability of program graduates to perform as expected.

1. Supervisory personnel in schools and school districts.
2. Program graduates and their peers.

6.004 The responsibility for collecting and analyzing the evaluative data and for making the appropriate revisions and changes in program design rests with the faculty and administration of the Division of Library and Information Science. The faculty presents an annual report to the Educational Policy Committee of the Division and to the Library and Information Science Consortium on School Media Specialists. This includes the presentation of the evaluative data as well as recommended program changes.

7.000 PROGRAM GOVERNANCE

St. John's University is a Catholic center of higher education which serves the educational needs of metropolitan New York and Nassau County, both urban and suburban. In developing the Library and Information Science Consortium on School Media Specialists a balance of constituencies was sought and achieved.

1. St. John's University
2. Center for Library, Media and Telecommunications
   Board of Education -- New York City
3. Roslyn Junior High School in Nassau County
4. New York Library Association -- School Library Media Section
5. Elementary Division
   Board of Education -- New York City
6. P.S. 195Q -- New York Public School System (Queens)
7. Brooklyn-Long Island Unit - Catholic Library Association
8. Diocese of Brooklyn and Rockville Centre, Catholic school systems which include Catholic elementary and high schools in Brooklyn, Queens, Nassau and Suffolk.

The responsibility for the governance of the Education of the School Media Specialists program rests upon the Division of Library and Information Science, St. John's University. For the most part decisions, adaptations and evaluation of the program are initiated and developed by the Competency Based

Teacher Education Committee of the Division, which reports to the Educational Policy Committee. This approved material is then presented to the Library and Information Science Consortium on School Media Specialists which passes upon the material in its advisory and consultative capacity. The Library and Information Science Consortium on School Media Specialists adopted its operating procedures in April, 1976. (See Appendix A). All decisions and programs have been approved since that time according to these by-laws.

APPENDIX A

PROGRAM GOVERNANCE

Consortium Development

St. John's University is a Catholic center of higher education which serves the educational needs of metropolitan New York, both urban and suburban. In developing a consortium which could work with the University, a balance of constituencies was sought and achieved. Persons from the following groups represent these constituencies and at all levels, from library media specialists in elementary school to senior high school, as well as those in a supervisory capacity: Public schools in the New York Metropolitan area; Private schools in the New York Metropolitan area; Administrators of school districts, e.g., City of New York Board of Education, Bureau of School Libraries; Educational community, e.g., St. John's University School of Education; Professional Organizations of Librarians.

The University shall have up to three representative members of the teaching staff of the Division of Library and Information Science, the Director of the Division, and the Executive Secretary as non-voting members.

With the representative members from the faculty of the Division of Library and Information Science, these constituencies form the St. John's University Division of Library and Information Science Consortium on the Education of School Media Specialists.

OPERATING PROCEDURES FOR THE CONSORTIUM

These By-laws approved April 12, 1976

1. Name
   This board shall be properly known as the St. John's University Division of Library and Information Science Consortium on the Education of School Media Specialists.

2. Purpose
   This Consortium shall be involved in a consultative process with the Division of Library and Information Science in its development and implementation of competency-based programs for the Education of School Media Specialists.

3. Officers

3.1 There shall be elected by and from the members of the body, a Chairperson whose function it shall be to preside over all official meetings together with other such duties as may, from time to time, be established by the membership. The term of office normally shall be one year, commencing on or about October 1st of each year. Election must take place prior to October 1st of each year. Elections shall require a majority vote of those present and eligible to vote if a quorum is established.

3.2 There shall also be a Vice-Chairperson elected who shall preside at the official meetings in the absence of the Chairperson.

3.3 The University shall name an Executive Secretary whose function it shall be to serve as liaison between the University and the Consortium in the organization, administration and implementation of its activities. The Executive Secretary's appointment shall be approved each year by a majority vote of membership prior to October 1st.

3.4 Other officers may be elected if the membership so authorizes.

4. Committees

The Chairperson shall appoint any committee believed by the Consortium or him/her to be necessary for its good.

5. Membership

5.1 The membership shall be comprised of Representatives from the following: Public schools in the New York Metropolitan area; Private Schools in the New York Metropolitan area; Supervisors and Administrators of the school districts, e.g., City of New York Board of Education, Bureau of School Libraries; Education community, e.g., St. John's University School of Education; Professional organizations of Librarians.

5.2 Each constituency shall have at least one delegate, and possibly one other, so that there would be at least representation from the elementary schools, the junior high schools, senior high schools, supervisors and

administrators. An alternate for each representative is permitted. The University shall have up to three representative members of the teaching staff of the Division of Library and Information Science, the Director of the Division, and the Executive Secretary as non-voting members.

6. Meetings

6.1 There shall be no fewer than two meetings a year.

6.2 Additional meetings may be called by the Chairperson after consultation with the membership.

6.3 A quorum will be established when at least 2/3 of the voting representatives and 2/3 of the non-voting University representatives are in attendance.

6.4 Special meetings shall be called upon petition of 2/3 of the voting membership.

7. Agenda

7.1 The agenda shall be drawn up by the Chairperson and the Executive Secretary

7.2 Agenda items with supporting rationales and materials shall be sent to the membership by the Executive Secretary at least seven (7) days prior to a meeting.

7.3 Items may be placed upon the agenda by submitting the items and supporting materials to the Executive Secretary at least fourteen (14) days prior to a scheduled meeting.

7.4 The consortium will utilize Roberts' Rules of Order Revised.

8. Voting

8.1 Each delegate shall have one vote.

8.2 An alternate may vote only if the delegate is not present.

8.3 If a quorum is established, a simple majority of those present and voting shall carry.

9. Procedures for the Consultative Process

9.1 The responsibility of the Consortium will be to serve as a consultative Board to the Division of Library and Information Science.

9.2 Evidence of the cooperative effort shall be indicated by the signatures of the Chief Executive Officer of the University, the signatures of the voting members of the Consortium and the signatures of the non-voting University members.

10. General

Any by-law may be amended by a 2/3 vote of those present and voting at any regular or special meeting providing a quorum is established.

APPENDIX B

This appendix provides selected modules of instruction from a variety of areas required for the School Media Specialist's permanent certification. It is assumed that these and other modules will be modified, improved upon or totally changed to allow for the creativity of the professor to keep up with the advances in the field.

APPENDIX B

	Modules	Competency
1.	Funding Proposals	3.002.1
2.	Planning In-service Training	3.002.8
3.	Classifying Media Tasks	3.002.2
4.	Learning Budget Procedures	3.002.10
5.	Designing a Program Budget	3.002.10
6.	Selecting Tools for Evaluating Material	3.003.4
7.	Categorizing Selections Tools for a Secondary School Media Center	3.003.1
8.	Value Theory in Selection	3.003.2
9.	Selecting Subliterature	3.003.3
10.	Selecting Problem Materials According to Principles of Intellectual Freedom	3.003.2

1. FUNDING PROPOSAL

ENABLING COMPETENCY:

Design, develop and write a proposal for the acquisition of local, state or federal funds to support and extend media programs.

PREREQUISITES:

The student will have acquired some knowledge of the importance of federal and foundation funding and the impact which both have had on collections development in school media centers.

The opportunity will be provided to use the school media center in which the student is doing an internship as a basis for gathering data and program planning.

ASSUMPTIONS:

1. Help can be obtained from the state by representatives from the library media field with regard to ESEA IV-C programs.
2. The media specialist must be knowledgeable about guidelines and furnish input for the proposal, even though the actual proposal writing may be done at the district level by the district supervisor of the coordinator of federal programs.
3. What the student learns from this experience would be applicable in submitting requests for other local, state or federal funds.

ACTIVITIES:

Prior to the field experience:

1. Read the regulations on ESEA IV-C in the State guidelines. Note the types of programs which are eligible for funding, the procedure for applying, and the format required.
2. Read the feature "Washington News" in the School Library Media Quarterly, Spring 1976 (pp. 260-262).
3. Locate at least three more pertinent articles which have been published in professional journals. Summarize the articles.
4. Critique at least two proposals which have been funded, and one which has not. (Please note: Sample proposals are available in the Division's Library).

In the field:

1. Discuss needs and program possibilities with one or more of the following: your immediate supervisor, the principal, the guidance counselors, teachers, students, and the district supervisor (if there is one).
2. Gather the data needed for your mini-proposal while you are in the field.

For internship seminar meeting:

1. Write the mini-proposal.

ASSESSMENT:

The written mini-proposal will be "funded" or "not funded" by the instructor, based on the following criteria:

1. The student's have followed the guidelines for ESEA IV-C in the reference to format and adequacy of information.
2. The merits of the program design.
3. Clarity of expression.

2. PLANNING INSERVICE TRAINING

ENABLING COMPETENCY:

Given the necessary information, the learner will identify and document the tasks needed to develop an inservice training program. These tasks will include faculty scheduling, guest accomodations, food services, presentation support, etc.

RESOURCES:

1. A slide-tape presentation will introduce the need for and function of staff development and continuing education of building and district level teaching and administrative staff. Examples of large and small group inservice training activities in a variety of school districts will be illustrated. A detailed check list of tasks will be included.
2. A program planning handbook will serve as a guide to the mechanical aspects of conducting inservice training. The handbook will contain scheduling forms as well as information on types and locations of conference/meeting facilities, types and availability of overnight accomodations for attendees, refreshment and meal services, arranging technical support for presentations, budgeting, and using local community resources.

3. A series of case studies will present different types of inservice training programs in which one or more planning programs will occur. The learner will respond to each case study in a group discussion and will identify the problem(s), make recommendations as to how the problem(s) could have been avoided, and suggest what action should be taken.

ACTIVITIES:

1. The learner will be given a simulated assignment as coordinator of an inservice training program. As coordinator the following information will be provided for the development of the program:
   - -- Topic/Type of Program
   - -- Number of Attendees
   - -- Date(s)
   - -- Available Budget
   - -- Special Factors (if any)
   - -- Area Telephone Book
2. The learner will prepare a report that will provide the following:
   - -- A plan for the conduct of the inservice training program
   - -- A preliminary program of the events
   - -- A budget

ASSESSMENT:

1. Acceptable performance in the documentation of the report will be indicated by the following:

   -- Instructor's judgment as to the formulation of the plan, (resource 1), and

   -- Compliance with the planning handbook check off list of tasks (resource 2).

   -- Compliance with the given budget constraints.

3. CLASSIFYING MEDIA TASKS

ENABLING COMPETENCY:

Given a sample list of tasks common to the work of the media center, a student will be able to classify tasks into clerical, technician, and para-professional categories and explain rationale for each placement.

ACTIVITIES

1. Student will read critically the following items:

   a) AASL and AECT. Media Programs: District and School. ALA and AECT, 1975. pp. 21-25.

   b) Chisholm, Margaret and Elys, Donald P. Media Personnel in Education: A Competency Approach, pp. 27-41.

   c) Sample competency and task list for specialists and technicians in media management adapted by the author from Audiovisual Instruction, v. 19, November 1974, pp. 26-29; Case, Robert M. and Lowrey, Anna Mary, Behavioral Requirements Analysis Checklist, etc.

2. A. Student will classify a sample of tasks common to the work of the media center into clerical, technical, and professional categories. The following chart for this exercise gives a few examples:

	PERSONNEL		
TASK	Aide	Technician	Professional
1. Operates reproduction equipment			
2. Discusses with student to clarify details of assignment			
3. Classifies audio-visual material			
4. Rewinds and checks 16mm film.			

B. Student will list indicators for categories of tasks assigned to professionals, technicians, and aides. Student will select examples from the task samples (2A previous page), to illustrate the indicators, one example for each category. Student will identify three tasks from sample which might be assigned either to a professional or technician and explain reasons for ambiguity.

3. Student will visit a media center for two hours and list tasks being done by media staff. Student will classify tasks by category of position of staff member doing the task. Student will identify those activities "out of category" and attempt to identify reasons for misplacement.

ASSESSMENT:

Learning activities 2 and 3 describe also the assessment to be used. Additional explanations and instructions for each activity follow.

2A. Student will classify correctly 90% of the items according to judgment of instructor.

2B. 100% accuracy according to judgment of instructor based on textual readings.

3. Satisfactory in 90% of activities listed in judgment of instructor.

4. LEARNING BUDGET PROCEDURES

ENABLING COMPETENCY:

Demonstrates comprehension of the budgeting systems and procedures used in preparing budget proposals for school library media center.

ACTIVITIES:

1. Listen to lecture on budgeting procedures, types of budgeting systems and levels of budgeting for library media programs.
2. Select and read four articles pertaining to budget as appear in the syllabus.
3. Write your interpretation of PPBS. Limit your statement to two paragraphs.
4. Read and analyze Jane Hannigan's article on budget systems; note the three aspects of the technique of PPBS. PPBS and School Media Programs. American Libraries 3:1182-4, Dec.'72; or Ohio Assn. School Lib. Bull., 26:56-7, Jan.'74.
5. Respond to her statement "One aspect of the technique of PPBS is establishment of evaluative tools and methods for determining whether program goals and objectives have been reached." Examine and list three tools and justify each selection used to implement this technique of PPBS.

6. Read Chapter Five from Gillespie's book and write your own definition for each level of budgeting: incremental, maintenance and expansion. Gillespie, J.T. & Spirt, D. Creating a School Media Program. Bowker, 1973. Lib.Sc. Z675 S3G53.

ASSESSMENT:

1. All written statements will be rated on the basis of content, accuracy and clarity. Each statement must be supported by one reference from the readings.
2. The final exam will include two comprehensive questions on preparation and administration of a budget proposal for implementation of a school media program

5. DESIGNING A PROGRAM BUDGET

ENABLING COMPETENCY:

After study of appropriate materials and participation in group discussion, each student will develop a media center budget for a school selected by the student.

ACTIVITIES:

1. Study the items marked required under the heading "Budget" in the syllabus.
2. Select and study two items from suggested study items or other appropriate sources.
3. Prepare an outline and format to be used for your completed budget.
4. Write a description of the school you have selected. Be sure to include: pertinent items from your community survey, an indication of the school's level and size, and a statement of its philosophy.
5. Attend a group evaluation period. Sign-up sheets are posted on the bulletin board.
6. Present your outline, format and school description to the group for evaluation and approval.
7. Complete your proposed budget. This budget must include:

    a) pertinent items from your community survey
    b) indication of school's level and size
    c) statement of school philosophy
    d) current holdings and projected needs of Library Media Cente
    e) specific program needs
    f) yearly and total budget request
    g) justification for those items or programs that are new

ASSESSMENT:

1. Evaluation of the completed budget will be according to a designed list of criteria and a point system.
2. An oral defense of procedures may be required of the student.

6. SELECTING TOOLS FOR EVALUATING MATERIAL

ENABLING COMPETENCY:

After previous involvement in the development of a list of general and specific (in content areas) criteria for evaluating instructional materials, the student will develop a selective list of professional tools, to be used in a given school for the selection and acquisition of print and non-print instructional materials.

ACTIVITIES:

1. Using the format provided in syllabus, read and annotate a minimum of five articles on selecting curriculum related materials.
2. Preview the two sound filmstrips and cassettes on the role of the media specialist in reading guidance and list the major points. Z675 S3R6 in Media Center: The Role of the Librarian in Media, by Beverly Began.
3. List the five most frequently asked questions by teachers when requesting materials for an instructional unit.
4. Examine curriculum guides on the level of your assigned school. These guides may be found in the Instructional Materials Center in Marillac Hall.

5. Examine selection tools and apply established criteria for evaluation.
6. Upon completion of at least four of the above activities, prepare a selective list of fifteen selection tools with a brief statement of those criteria applied and a defense of the merit of the particular selection over a similar title.

ASSESSMENT:

Evaluation will be based upon the professional judgment of the teacher as to the effectiveness of the logical process used in reaching the decisions demonstrated in selection and will include:

1. Criteria used for each selection as applied and defined in the statement.
2. Clarity of defense statement.
3. Validity of the application of the criteria.
4. Appropriateness of tools chosen for given school level.
5. Participation of student in class discussion and role simulation.

7. CATEGORIZING SELECTION TOOLS FOR A SECONDARY SCHOOL MEDIA CENTER

ENABLING COMPETENCY:

After having examined critically a laboratory collection of tools, the student will be able to judge the relative merits of each of the selection tools in the collection.

ACTIVITIES:

Selection tools can be described as falling into three categories. These include General Bibliographic Tools, Basic or Core Selection Tools, and current reviewing selection tools.

1. Examine the collection of selection tools provided and group them according to the three categories cited above.

Please Place a Check in the Appropriate Column

	General	Basic	Current
A) Guide to Reference Books for School Media Centers			
B) School Library Journal			
C) Choice			
D) Core Media Collections			
E) Forthcoming Books in Print			
F) Books in Print			
G) Senior High School Library Catalogue			

2. Examine three Basic Selection Tools and complete the following chart with appropriate descriptors.

Titles			
Purpose			
Scope			
Format			
Criteria for Inclusion			
Indexes			
Grade Level Indicated			
Arrangement of the Entry			
Revision Policy			
Price			
Date			

3. When dealing with "current reviewing periodicals" many of the previously mentioned entries are important. Because of the unique nature of periodical selection tools other criteria must also be considered. After reading the materials (Katz. Magazine for School Libraries, pp. I-XX; Scott. Periodicals for School Libraries), examine a number of issues of each of the three periodical selection tools provided and list five specific criteria for evaluating periodical selection tools.

   1)

   2)

   3)

   4)

   5)

ASSESSMENT:

1. Check for accuracy.
2. Assess for completeness.
3. Evaluate choice of the specific criteria.
4. A 500 word essay justifying the student's choice of the three selection tools is evaluated on the student's ability to demonstrate knowledge of selection tools examined particularly for their format arrangement, utilization and shortcomings.

8. VALUE THEORY IN SELECTION

ENABLING COMPETENCY:

Given a choice to critically evaluate any young adult novel, a student chooses a title, reads the book, and describes how it meets or fails to meet the criteria of good literature (a piece of fine art). Upon presentation of this assessment, and as a result of the discussion engendered, the student revises or adheres to the decision.

ACTIVITIES:

1) Choose the book, e.g.,
   a) Best Seller b) Classic c) Ethnic topic d) from New Author
2) Reread and study criteria
3) Peruse book
4) Outline (or write) presentation
   a) Choose areas of concurrence with criteria, e.g., plot or theme or style; worth, credibility, appeal, etc.
   b) Choose areas where book does not meet criteria, e.g., plot or characterization, universality, aesthetic quality, value, importance.
5) Present decision to class based on above
   a) Transparencies giving pros and cons.
   b) Discussion in class on worth of these reasons.
   c) Invite other ideas or ways to assess book.

6) After class discussion, revise or adhere to decision

a) Revise, giving reasons why

b) Maintain statement, with reasons why there is no change

7) Turn in final paper as evidence.

ASSESSMENT:

Determination of the student's ability to judge the novel is decided by each of the following: a) the student alone; b) consensus of student peers on a form c) the teacher (oral and written).

Alternate: The teacher judges the cogency and persuasiveness of the student's comparative study of book reviews of the novel.

9. SELECTING SUBLITERATURE

ENABLING COMPETENCY:

After working through the following activities, the student will identify three types of subliterature for the adolescent with one specific example of each and analyze this type of literature.

ACTIVITIES:

1. Read Chapter 4 of Carlsen. Books and the Teenage Reader.
2. Listen to (student) report on Edward Stratemeyer from July 1971 Saturday Review.
3. Review samples of subliterature available in the Library Science Library.
4. Take part in class discussion concerning the following questions:
   a) What is there about subliterature that attracts adolescents?
   b) As media specialists, how can we use these factors in selection of other materials?
   c) How can we justify inclusion or exclusion of this type of material in a media center?
   d) Is this a "safe" (from censorship) kind of literature to provide?

Note: Bibliography provides helpful readings to prepare for discussion. Also refer to Library Literature.

ASSESSMENT:

1. On a written test, student will with 100% accuracy:
   a) List three types of subliterature.
   b) Name one specific title for each type of subliterature.
   c) Cite five reasons subliterature is popular with adolescents.
2. Role playing activities involving subliterature will be assigned to small groups. Peer reaction and instructor evaluation will be based on criteria provided by instructor. For example, mention of the types of subliterature: The Comics, Slapstick, Family Life, Hero, Crime, Horror, Love, Educational; Juvenile Series books, Sentimental Romance and Adventure Story. Reasons for choice: inexpensive, accessible, easy to understand, leaps from crisis to crisis, and shows teenagers succeeding in every phase of life. Attitudes of parents and teachers: Accept fact that this is a stage in reading which most people experience as they move toward maturity; Use satire; Point out the stereotypes in other forms of our culture; So you yourself read read Westerns, mysteries, romances; Gradually try to find better books that will satisfy your child's needs at this time.

10. SELECTING PROBLEM MATERIALS ACCORDING TO PRINCIPLES OF INTELLECTUAL FREEDOM

ENABLING COMPETENCY:

The student will be able to make and justify a selection decision utilizing professional reviews, personal judgment, selection policies, and principles of intellectual freedom.

ACTIVITIES:

1. Each student selects a packet of "problem" materials (either children's or adolescent's). Each packet consists of four items together with reviews of the items which have been considered controversial by some persons.

2. The student chooses a selection policy from those provided, corresponding to an elementary or secondary media center.

3. The student participates in the following activities to the extent necessary to make the decisions, after reading or examining the four items.

a) Attends Lectures

b) Attends tutorial sessions

c) Reads selections from an annotated bibliography

d) Interviews librarians, media specialists, and information specialists listed for consultation

e) Listen to phonograph recording of a selection problem

f) View and listen to slide/tape on legal implications of selection policy.

4. With this background and material the student will make and justify three selection decisions, substantiating each decision with specific criteria from the policy, and items from professional and personal reviews. The students may: a) type each decision on a form provided or b) tape comments in the form of an oral review on cassette tape or c) together with two other students simulate a selection decision meeting on video tape.

ASSESSMENT:

Each selection will be judged on the logic of the decision made, the cogency of the justification, and the aptness of a particular item for type of media center under consideration.